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ABSTRACT

GRADES OR AGES: Grades 1-12. SUBJECT MATTER: Language arts. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into four sections, one each for grades 1-3, 4-6, 7-9, and 10-12. Each section is laid out in three parallel columns, one for each grade. The guide is offset printed and staple-bound with a soft cover. OBJECTIVES AND ACTIVITIES: Both general objectives and specific behavioral objectives are listed at the beginning of each section. The main part of the section lists general activities and topics to be covered. Activities are not correlated with any specific objective. Instructional materials: No mention. STUDENT ASSESSMENT: No mention other than the behavioral objectives. OPTIONS: A one-page section at the end of the guide asks teachers to evaluate the guide as an aid to future revisions. (RT)

Florida, Gadsden County Bd. of Public Instruction

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Suggested Curriculum Guide In Language Arts

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INTRODUCTION

Work Copy of a Suggested Curriculum Guide

In

Language Arts

This guide is a cooperative attempt to update the 1964 county guide in accordance with the instructions of Component 39 of the Master Plan 1970-75. It is intended to provide language arts teachers with suggested objectives and a scope and sequence outline. It is not a finished product but a work guide to be revised as teachers use and evaluate it.

As teachers use this guide, they are asked to make comments or suggestions on space provided throughout the guide. Periodically, supervisors and language arts teachers will discuss evaluations and will plan for needed revisions.

OVERALL OBJECTIVES

In a successful language arts program K-12 all pupils will achieve, to an extent, the following overall goals:

1. Realize that language is important in all life situations
2. Respect the customs, traditions, and speech of all peoples
3. Recognize that levels of language usage differ according to situation
4. Develop attitudes of inquiry
5. Develop a feeling of self-worth
6. Become aware of the joy and pleasure of reading
7. Develop creative thinking
8. Realize the influence and limitations of mass media

GENERAL OBJECTIVES GRADES 1-3

Pupils in grades 1-3 will accomplish the following objectives:

1. Develop the ability to see relationships between the spoken and written words
2. Develop the skill of seeing and hearing likenesses and differences
3. Develop desirable oral language patterns of word usage
4. Develop a meaningful listening, speaking and reading vocabulary
5. Build a basic sight-word reading vocabulary
6. Develop the ability to follow spoken and written directions
7. Develop skill in expressing experiences and ideas in writing
8. Develop the ability to use phonic skills in reading and spelling
9. Develop the skill of writing in a neat and legible manner
10. Develop the skill of responding to capitalization and marks of punctuation
11. Develop a growing appreciation of books, poems, and pictures
12. Develop the ability to comprehend and express order and sequence of events
13. Develop skill in the use of reference materials. (dictionaries, library books, charts, maps, and pictures)

SAMPLE BEHAVAORAL OBJECTIVES FOR A PROPOSED ACCREDITATION STANDARD

9.747 Language Arts - Elementary

(C) Readiness Experiences

1. Developmental Experiences (X-Level 1). All pupils reflect gains in abilities from the appropriate readiness activities before the initiation of formal teaching of each facet of the language arts.

Grade 1. Objectives

1. Given a sheet with drawings of six animals outlined with dotted lines the pupil will trace the outline with crayon or pencil.

2. Given oral directions by the teacher, the pupil will distinguish between right and left by raising his right foot, right hand, left foot, and left hand.

3. Given a sheet of four lines of objects, each line containing four objects that are similar in shape, and two which have exactly the same shape, the pupil will identify the two objects in each line that are exactly alike by marking an "X" on them.

FIRST GRADE READINESS

I. Developing Motor Skills

A. Activities for large or gross muscles

1. Reproducing various body movements
2. Performing on balance board, climbing obstacles (low), walking on "stepping stones," footprints, etc.
3. Tossing, squeezing, bouncing, catching and holding large rubber ball
4. Crawling, running, hopping, waddling, skipping, jumping, bending, stretching, swinging, jumping rope, riding tricycle, etc.
5. Marching, dancing, clapping, etc., rhythmically
6. Developing right and left concept

B. Activities for small or fine muscles

1. Painting with brush
2. Finger painting
3. Drawing with crayon, pencil, charcoal, etc.
4. Drawing on chalkboard (shapes, figures, free expression)
5. Cutting with scissors and pasting
6. Tearing, folding, and weaving paper
7. Closing and fastening buttons, snaps, lacing, tying, zipping, pinning, etc.
8. Putting on and fastening coats, gloves, boots, etc.
9. Using building blocks, tinker toys, logs, erector sets, put-together toys, etc.
10. Tracing along dotted lines (pictures, shapes, letters, words)
11. Using puzzles, peg boards, games, performance boards, beads for stringing, hand looms, and sewing cards
12. Sorting shapes, colors, categories
13. Performing rhythmical activities (finger plays on musical instruments, etc.)

II. Developing Social Skills

A. Cooperating with teacher and other pupils

B. Assuming a share of classroom housekeeping responsibilities

C. Accepting and adjusting to rules of school routine

D. Learning to share and take turns

E. Practicing acceptable social habits

F. Practicing personal cleanliness and neatness

G. Adjusting to group activities as opposed to participating alone

1. A partner
2. Member of small group
3. Member of larger group

H. Assuming responsibility for own actions

I. Learning respect for property and rights of others

III. Listening and Speaking

A. Identifying sounds heard in building, in classroom, on playground, etc.

B. Naming and identifying parts of body

C. Listening carefully and following simple two and three step directions

D. Repeating short dictated sentences or groups of words or numbers

E. Listening to stories, poems, and music and telling about and/or responding to them

F. Telling about personal experiences

G. Telling how to care for a pet, etc.

H. Singing, counting, and reciting nursery rhymes and playing singing games

I. Identifying and telling about objects by touch (with eyes closed or with objects enclosed in a bag)

J. Identifying rhyming words

K. Hearing likenesses and differences in initial consonant sounds

L. Discriminating between words and sounds which are similar or different

M. Expressing ideas orally in complete sentences

N. Telling a simple story or experience

O. Speaking clearly and plainly

IV. Observing

A. Looking at and interpreting pictures

B. Identifying and explaining the use of various objects and tools

C. Recognizing and pointing out likenesses and differences in pictures, letters, and words

D. Recognizing and telling about shapes, size, color, and number

E. Learning the meanings of words of comparison and contrast, location, etc. (top-bottom, up-down)

F. Making associations and classifications of pictures and objects

G. Identifying missing parts of objects

H. Performing with form board

V. Responding to printed page, charts, word charts, chalkboards, etc.

A. Learning that every oral pattern of speech has a visual written pattern

B. Recognizing names of labeled objects in room, child's own name, teacher's name, etc.

C. Learning left to right and top to bottom progression of the printed page

D. Learning sight vocabulary in reading book

E. Identifying corresponding configuration of words

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F. Dictating sentences for experience charts

G. Interpreting picture stories

H. Memorizing order or sequence of pictures or objects

I. Drawing in missing parts of a picture

J. Reproducing geometric shapes

K. Writing own name

L. Learning and writing three vocabulary words

SAMPLE BEHAVIORAL OBJECTIVES FOR A PROPOSED ACCREDITATION STANDARD

9.747 - Language Arts - Elementary

(F.) Speaking

a. Oral Language Ability (X - level 2) Seventy-five percent of the pupils demonstrate oral language ability by relating personal experiences, by participating in discussions, and in giving reports in an efficient manner.

Grade 1. Objective

The student will plan and dictate to the teacher a personal experience according to the following prespecified criteria:
1. At least three sentences in length
2. Events given in sequence
3. Have a conclusion

Grade 2. Given oral instructions, the pupil will prepare and present an oral report to the class on how to do something. He will use the following criteria in reporting:
1. Explain in chronological steps
2. Speak loudly enough to be heard
3. Speak slowly
4. Explain any unfamiliar words to the class

Grade 3. Given the following specifications as to content: Author's name, book title, what the book was about, and why you liked or disliked the book, the pupil will prepare and present orally a report on a book following the criteria listed below:

1. Speak clearly
2. Tell important facts
3. Stand straight
4. Look at class
5. Talk so others can hear

SAMPLE BEHAVIORAL OBJECTIVES - GRADES 1, 2, and 3

Reading and Literature

Objectives:

1. After having had the story "The Three Little Pigs" presented orally, the entire class will participate in retelling the events in the story in correct sequence.

2. Given a story orally (example - "Snow White and The Seven Dwarfs"), the pupil will write two things that could be true in the story and two things that could not.

3. Given a short story with four main ideas listed below in random order, the pupil will first read the story, then organize the ideas by writing them in the order they occurred in the story.

4. Given a group of sentences with a choice of conclusions following each, the pupil will read the sentence, choose the appropriate conclusion, and underline it.

5. Given a sheet containing five directions, each involving three different activities, the pupil will demonstrate his ability to follow written directions by reading each direction one time and performing the three activities.

6. Given a group of four unrelated paragraphs, the pupils will read each paragraph and write the main idea of each paragraph beneath each one.

7. Given a reading selection and a list of incomplete sentences following it, the pupil will complete each sentence by filling in the appropriate details from the story.

GRADE ONE	GRADE TWO	GRADE THREE
I. Observing	I. Observing	I. Observing
A. Readiness activities	A. Readiness activities	A. Readiness activities
1. Pictures,books,cards 2. Charts,words,numbers,colors 3. Objects,toys,tools,etc. 4. Films 5. Names of titles,characters, vocabularies 6. Basic sight words 7. Corresponding configuration of words (size, shape) 8. Capital and small letters	1. Same as Grade 1 2. Setting and background 3. Bulletin boards 4. Table of contents 5. Picture dictionary and underlined words	1. Same as Grades 1 and 2 2. Glossary and pronunciation key 3. Maps 4. Word configuration (for immature group) 5. Display and use of materials relating to unit,subject,or story 6. Field trips 7. Basic sight words
B. Development of attention span	B. Development of attention span	B. Development of attention span
1. Look at person speaking 2. View pages of book,charts, chalkboard,films,etc. 3. Assume acceptable posture 4. Hold and use book properly 5. Use puzzles,games	1. Same as Grade 1 2. Signal words 3. Labeling of pictures	Same as Grades 1 and 2 for immature group
C. Left to right,top to bottom progression	C. Left to right progression	C. Left to right progression
1. Reading 2. Writing 3. Numerals and number work 4. Picture sequence 5. Chalkboard,charts,pictures	1. Same as Grade 1 2. Alphabet	Same as Grades 1 and 2 for immature group

GRADE ONE

D. Directed reading

1. Words
2. Sentences
3. Paragraphs (two and three sentences)
4. Punctuation
5. Picture dictionary
6. Labeling
   a. Child's name
   b. Room furniture
   c. Signs,posters,etc.

E. Punctuation: Use and Meaning

1. Stop signs (periods)
2. Short stops (commas)
3. Asking marks (questions)
4. Talking marks (quotations)
5. Loud marks (exclamation)

F. Word building

1. Compound words
2. Word parts
3. Beginnings and endings (s, ed,ing)
4. Word families
5. Hyphenated words

GRADE TWO

D. Directed reading

1. Sentences
2. Paragraphs
3. Punctuation(Same as Grade 1)
4. Root Words,endings,compound words
5. Bold-face type
6. Poetry form
7. Contractions
8. Accent marks
9. Syllables
10. Abbreviations

E. Punctuation: Use and Meaning

1. Same as Grade 1
2. Series of three periods to denote omission of words when quoting (ellipsis)
3. Abbreviations
4. Dash
5. Apostrophe

F. Word building

1. Skills of Grade 1 continued and strengthened
2. Syllables
3. Initial consonant clusters
4. Names of letters of alphabet
5. Describing words
6. Additional endings (er,est, ly)
7. Time words (present,past, future)
8. Possessives
9. Contractions

GRADE THREE

D. Directed reading

1. Setting and background
2. Names of characters and places
3. Word structure
4. Italics
5. Sentence patterns and paragraphs
6. Punctuation

E. Punctuation: Use and Meaning

1. Same as Grades 1 and 2
2. Diacritical marks
3. Syllables and accent marks
4. Parentheses

F. Word building

1. Skills of Grades 1 and 2 continued and strengthened
2. Final consonant clusters
3. Prefixes,suffixes,and root words

GRADE ONE	GRADE TWO	GRADE THREE
II. Listening	**II. Listening**	**II. Listening**
A. Spoken vocabulary 1. Names of teacher and pupils 2. School personnel 3. Child's own name 4. Objects 5. Places 6. Action words	**A. Spoken vocabulary** 1. Same as in Grade 1 2. Community helpers 3. Everyday words 4. New words 5. Occupations	**A. Spoken vocabulary** 1. Same as in Grades 1 and 2 2. Informal conversation a. Correct word usage b. Politeness c. Voice d. Enunciation and pronunciation e. Reports, sharing experiences and giving directions
B. Directions 1. Everyday school routine 2. Bells and signals 3. Quiet time 4. Work, play and sharing time 5. Opening exercises 6. Spoken directions of teacher	**B. Directions** 1. Same as in Grade 1 2. Records, music, games 3. Suggestions and directions of other pupils	**B. Directions** 1. Same as in Grades 1 and 2 2. Class and homework assignments
C. Sounds compared and contrasted 1. Nursery rhymes and poems 2. Songs and singing games 3. Rhyming words 4. Various sounds (cars, clocks, sirens, footsteps)	**C. Basic sounds of words and letters** 1. Comparison and contrast as in Grade 1 2. Consonant blends 3. Long and short vowels 4. Hard sounds of g, c, etc. 5. Oral spelling	**C. Basic sounds of words and letters** 1. Same as in Grades 1 and 2 2. Additional consonant blends and clusters 3. Additional vowel sounds

GRADE ONE	GRADE TWO	GRADE THREE
D. Storytime 1. Sources a. Books b. Records c. Tapes d. Storytelling e. Poetry f. Riddles and games g. Radio and television 2. Skills a. Reaction to mood b. Response to voice expression and inflection c. Discrimination in enunciation d. Identification e. Comprehension and recall	D. Storytime 1. Sources--same as in Grade 1 2. Skills--same as in Grade 1	D. Storytime 1. Sources--same as in Grades 1 and 2 2. Skills--same as in Grades 1 and 2
III. Speaking and Oral Composition A. Informal conversation 1. Acceptable habits a. Be courteous b. Use appropriate forms c. Speak clearly d. Be brief 2. Activities a. Share personal experiences b. Participate in free activities c. Work in small groups	III. Speaking and Oral Composition A. Informal conversation 1. Acceptable habits same as in Grade 1 2. Activities a. Same as in Grade 1 b. Welcome new students c. Tell about vacations d. Report news	III. Speaking and Oral Composition A. Informal conversation 1. Habits of Grades 1 and 2 strengthened 2. Activities same as in Grades 1 and 2

GRADE ONE	GRADE TWO	GRADE THREE
d. Ask and answer questions e. Use the telephone f. Greet callers g. Make introductions h. Plan and participate in class parties		
B. Class discussion 1. Talk about stories and poems, pets and families 2. Give directions 3. Report facts 4. Plan work 5. Find out answers	B. Class discussion 1. Same as in Grade 1 2. Correlate with content subjects 3. Evaluate classwork	B. Class discussion 1. Same as in Grade 1 and 2 2. Draw conclusions 3. Make decisions
C. Storytelling 1. Sources a. Pictures, pets, trips, etc. b. Tales read or heard c. Original stories 2. Skills a. Choose title and main idea b. Use good beginning sentence c. Include descriptive details d. Arrange details in order e. Speak clearly f. Have good posture g. Use effective ending sentence	C. Storytelling 1. Sources same as those in Grade 1 2. Skills a. Strengthen and extend skills of Grade 1 b. Use expression c. Speak clearly and correctly	C. Storytelling 1. Sources same as Grades 1 and 2 2. Strengthen and extend skills of Grades 1 and 2

GRADE ONE	GRADE TWO	GRADE THREE
D. Reports 1. Include most important items 2. Tell enough about subject 3. Arrange in order 4. Choose things of interest 5. Use originality 6. Show pictures or illustrations 7. Relate to classwork	D. Reports Same as in Grade 1	D. Reports Same as in Grades 1 and 2
E. Dramatization 1. Purposes a. Teach a moral or lesson b. Teach social behavior c. Illustrate rules of health and safety d. Perform for an audience e. Develop poise 2. Activities a. Use puppets b. Assume roles of characters	E. Dramatization 1. Purposes same as in Grade 1 2. Activities a. Same as Grade 1 b. Create skits and original plays c. Act out poems, rhymes, and games d. Assume roles in operettas and plays e. Dramatize stories read	E. Dramatization 1. Purposes same as in Grades 1 and 2 2. Activities a. Same as Grades 1 and 2 b. Role playing
F. Oral reading 1. Purposes a. Build vocabulary b. Recall details c. Answer questions d. Share information	F. Oral reading 1. Purposes a. Same as in Grade 1 b. Verify answers c. Develop confidence	F. Oral reading 1. Purposes a. Same as in Grades 1 and 2 b. Develop acceptable speech patterns (<u>There it goes</u> instead of <u>There goes it</u> or <u>What time is it?</u> rather than <u>What time it is?</u>)

GRADE ONE	GRADE TWO	GRADE THREE
2. Skills and habits a. Speak clearly b. Practice good posture c. Use voice expression and inflection d. Read two or three words before pausing instead of one word at a time (phrasing) e. Pronounce correctly	2. Skills and habits a. Strengthen skills of Grade 1 b. Extend and emphasize phrasing	2. Skills and habits Strengthen those of Grades 1 and 2
IV. Phonics and word attack skills	IV. Phonics and word attack skills	IV. Phonics and word attack skills
A. Consonants 1. Initial 2. Final 3. Consonant blends a. Initial clusters b. Final clusters 4. Silent consonant 5. Consonant substitution	A. Consonants 1. Initial 2. Final 3. Medial 4. Consonant blends a. Initial clusters b. Final clusters (In addition to those in first grade) 5. Silent consonants 6. Consonant substitutes in building words 7. Key words 8. Hard and soft sounds of g, c, s 9. Sounds of y 10. Double consonants	A. Reviewing basic consonant sounds 1. Initial,final,medial 2. Consonant blends a. Initial clusters b. Final clusters c. Double consonants 3. Silent consonants 4. Vowel-consonant patterns for divided syllables 5. Consonant substitution in building words 6. Key words 7. Hard and soft sound of c, g, s 8. Sounds of y
B. Vowels 1. Long 2. Short 3. Phonetic word parts (ay, er, at, etc.) 4. Silent vowels 5. Key words	B. Vowels 1. Long 2. Short 3. Silent vowels 4. Diphthongs (oi, ea) 5. Key Words 6. Changes in forming plurals 7. Phonetic word parts 8. Comparative endings 9. Double vowels	B. Vowels 1. Long 2. Short 3. Silent vowels 4. Double 5. Diphthongs 6. Key words 7. Changes in forming plurals

GRADE ONE	GRADE TWO	GRADE THREE
C. Word analysis 1. Compound words 2. Roots 3. Beginnings 4. Endings 5. Special word parts (aw,ow,ou)	C. Word analysis 1. Syllabication 2. Accent marks 3. Compound words 4. Roots 5. Affixes a. Prefixes b. Suffixes 6. Special word parts 7. Word families 8. Double letters 9. Phonograms 10. Contractions 11. Spelling a. Oral b. Written c. Use in daily work	C. Word analysis 1. Syllabication,accent, spelling rules 2. Compound words 3. Roots 4. Affixes a. Prefixes b. Suffixes 5. Phonetic and special word parts 6. Word families 7. Double letters 8. Phonograms 9. Contractions 10. Abbreviations 11. Spelling a. Oral b. Written 12. Using generalizations and associations previously learned
V. Vocabulary A. Word recognition 1. Basic sight words 2. Root words 3. Endings 4. Compound words 5. Word patterns and configuration 6. Pronunciation 7. Rhyming 8. Context clues 9. Signal words 10. Word families 11. Capital and samll letters 12. Length of words 13. Phonetic clues	V. Vocabulary A. Word recognition 1. Basic sight words 2. Root words 3. Endings 4. Compound words 5. Word patterns 6. Pronunciation 7. Rhyming words 8. Context clues 9. Signal words 10. Word families 11. Capital and small letters 12. Length of words 13. Phonetic clues	V. Vocabulary A. Word recognition 1. Basic sight words 2. Pronunciation a. Phonetic clues b. Structural c. Picture 3. Picture clues 4. Context clues 5. Key words 6. Root words 7. Rhyming words 8. Suffixes or endings 9. Word families 10. Capital and small letters

GRADE ONE	GRADE TWO	GRADE THREE
B. Word meanings 1. Homonyms 2. Antonyms 3. Synonyms 4. Negatives 5. Comparatives 6. Color words 7. Time words 8. Sound words 9. Name words 10. Number words	B. Word meanings 1. Homonyms,antonyms, synonyms,heteronyms 2. Negatives 3. Comparatives 4. Color words 5. Word classifications 6. Name words 7. Number words 8. Action words 9. Descriptive words	B. Word meanings 1. Relation of speaking and reading vocabulary 2. Use of elementary dictionary a. Pronunciation key b. Diacritical marks c. Multiple meanings 3. Synonyms,antonyms, homonyms,heteronyms 4. Negatives 5. Comparatives 6. Word classes and categories
C. Word structure 1. Prefixes 2. Suffixes 3. Hyphens 4. Possessives 5. Contractions	C. Word structure 1. Prefixes 2. Suffixes 3. Hyphens 4. Possessives (apostrophe) 5. Contractions	C. Word structure Review skills of first and second grade
VI. Reading and Literature	VI. Reading and Literature	VI. Reading and Literature
A. Readiness activities 1. Develop background for material 2. Build meaningful vocabulary 3. Motivate (develop interest and purpose)	A. Same as Grade 1	A. Readiness activities 1. Same as first grade 2. Background and setting 3. Origin and history of words
B. Silent reading skills 1. Gather facts and ideas 2. Answer questions 3. Verify answers 4. Order events chronologically 5. Skim for particular purposes 6. Develop mental images 7. Read without lip movements,	B. Same as grade 1 with emphasis on 1,4,7,8,9,10, 12	B. Same as grades 1 and 2 with emphasis on 3,7,8,9,10,12 14. Improving speed while still maintaining comprehension 15. Relating to abstract ideas 16. Interpreting and appreciating idiomatic language 17. Predicting outcomes

GRADE ONE	GRADE TWO	GRADE THREE
vocalization, or habitual head and body movements 8. Follow directions 9. Group words (phrasing) 10. Make inferences and draw conclusions 11. Make associations 12. Locate main idea 13. Respond to punctuation		
C. Reread to strengthen vocabulary	C. Same as Grade 1	C. Same as Grades 1 and 2
D. Read for enjoyment	D. Same as Grade 1	D. Same as Grades 1 and 2 E. Applying reading skills in content area
VII. Organizational skills	VII. Organizational skills	VII. Organizational skills
A. Make group experience charts 1. Recall and retell 2. Order events 3. Summarize 4. Name a story	A. Same as in Grade 1	A. Make charts and posters 1. Organize in sequence 2. Select title and subtitle
B. Use companion work books	B. Same as in Grade 1	B. Same as in Grades 1 and 2
	C. Alphabetize (by first letter)	C. Alphabetize by second letter
	D. Classify and categorize	D. Same as in Grades 1 and 2
		E. Index booklets
		F. Make plans for class activities

GRADE ONE	GRADE TWO	GRADE THREE
VIII. Capitalization and Punctuation	VIII. Capitalization and Punctuation	VIII. Capitalization and Punctuation A. Capitalize 1. Titles 2. Names of persons,pets, places 3. First word in sentence 4. Name of months,days of week,holidays,etc. 5. First word of line of poetry 6. Simple invitation and short friendly letter 7. Abbreviations 8. Initials 9. Countries,language,etc. B. Punctuate 1. Kinds of sentences (end punctuation) 2. Initials and abbreviations 3. Apostrophe (possessives and contractions) 4. Commas (words of direct address; after yes and no and words in a series) 5. Simple invitations and short friendly letter
IX. Written Composition A. Topics 1. Personal experiences,travels, excursions 2. Story characters 3. Pets,animals,toys,etc. 4. Family,friends,neighbors 5. Community and school helpers	IX. Written Composition A. Topics 1. Topics used in first grade 2. Famous personalities 3. Important events 4. Classroom news 5. Spelling words	IX. Written Composition A. Topics 1. Topics used in grades 1 and 2 2. Topics related to social studies,science,and health areas

GRADE ONE

B. Skills

1. Create and write short sentences
2. Supply missing words
3. Create titles or captions for pictures
4. Develop handwriting skills
   a. Lines, spaces, columns (base line and guide line)
   b. Manuscript
   c. Spacing of letters within words and words within the line
   d. Posture, hand and arm position and effective method of holding pencil
   e. Position of paper
   f. Neatness without erasures
5. Write full name
6. Write capital and small letters
7. Use paper and chalkboard

GRADE TWO

B. Skills

1. Continue and strengthen skills introduced in first grade
2. Begin cursive writing skills as maturity and coordination permit
3. Write invitations and notices
4. Write sentences from dictation
5. Use capitalization and end punctuation
6. Construct several sentences about one topic

GRADE THREE

B. Skills

1. Continue and strengthen skills introduced in first and second grades
2. Develop and use the skill of cursive writing
3. Compose short friendly letters and thank you notes
4. Rewrite stories
5. Develop skill in creative writing
   a. Story endings
   b. Stories about real and make believe subjects
   c. Rhymes and short poems
   d. Stories about pictures and objects
6. Write short reports in own words
7. Develop paragraphing skills
   a. Beginning sentences
   b. All other sentences relate to beginning sentence
   c. All sentences in logical order
8. Practice indentation, capitalization and punctuation and have adequate margins

GRADE ONE	GRADE TWO	GRADE THREE
X. Grammar and Usage	X. Grammar and Usage	X. Grammar and Usage
A. Words meaning more than one (singular & plural)	A. Same as in Grade 1	A. Same as in Grades 1 and 2
B. Name words (nouns and pronouns)	B. Helping words	B. Forms of doing words 1. Regular ones (walk, walked) 2. Irregular ones (is,are, gave,given,come, came) 3. Helping words 4. Past tense
C. Doing words	C. Past time	C. Contractions
D. Troublesome words (dis for this, et for ate)		D. Use of the word I
		E. Unneeded words (John, he)
XI. Reference and library skills	XI. Reference and Library Skills	XI. Reference and Library Skills
A. Picture dictionary	A. Picture dictionary	A. Dictionary
1. Meaning 2. Pronunciation 3. Visual image	Strengthen and extend skills begun in Grade 1	1. Meaning 2. Pronunciation 3. Dicritical marks and key words 4. Visual image 5. Syllabication 6. Guide words

GRADE ONE	GRADE TWO	GRADE THREE
B. Parts of books 1. Titles and subtitles 2. Table of contents 3. Vocabulary list 4. Story titles 5. Unit titles	B. Parts of books Strengthen and extend skills begun in Grade 1	B. Parts of books 1. Same as first and second 2. Chapters and/or units 3. Same as first and second 4. Same as first and second 5. Glossary
C. Charts,maps,pictures and library books	C. Charts,maps,pictures, and library books	C. Charts,maps,globe,pictures, pamphlets D. Encyclopedia E. Special subject and reference books

SAMPLE BEHAVIORAL OBJECTIVES FOR A PROPOSED ACCREDITATION STANDARD

9.747 Language Arts - Elementary

(h) Writing

1. Skills in Composition (X-Level 1). The majority of the pupils demonstrate ability to express ideas in written composition indicating development of skills in spelling, handwriting, usage, punctuation, and capitalization.

Grade 4. Objective

Given a column of sentence beginnings and a column of sentence endings in random order a majority of the pupils will match them correctly by drawing lines to connect them and create good sentences.

Given a group of sentences with blank spaces for adding descriptive words, themajority of the pupils will choose and write appropriate descriptive words in the blanks.

Given a visual stimulus, descriptive vocabulary, and a group discussion to stimulate creative thinking, a majority of the pupils will create and write a story in thirty minutes.

Given five sentences about a related topic, a majority of the pupils will select the topic sentence from the group and then write the others in logical order in paragraph form.

Grade 5. Given an inanimate object, the pupil will write a paragraph describing the object as if it were a person. The following criteria will be used:

1. Paragraph of five to eight sentences
2. Attitude of hostility or welcome willbe reflected in use of sensory words and phrases, and
3. Conventions of punctuation, spelling, and capitalization will be adhered to.

Grade 6 Given oral instructions about writing paragraphs describing characters, the pupil will write a paragraph which describes a character. The following criteria are specified:

1. Tell how he behaves
2. Tell how he looks
3. Tell how he dresses
4. Tell how he speaks.

SAMPLE BEHAVIORAL OBJECTIVES - GRADES 4,5,6

Grammar and Usage:

Given an oral definition of the word "Noun" the pupils will relate verbally words that name persons or things in their classroom environment.

Given a list of fifty words, the pupil will underline the nouns in the list with at least 80% accuracy.

Given twenty sentences, the pupil will underline the nouns in the sentences with at least 75% accuracy.

Given twenty sentences with nouns left out, the pupil will read each sentence, choose and write appropriate nouns in blank spaces provided.

Given ten sentences the pupil will underline correctly the action word or verb in at least eight of the sentences.

Given fifteen sentences, the pupil will read each sentence, choose and write an appropriate verb in each space provided.

Given a list of fifteen verbs, the pupil will use at least twelve verbs correctly in writing sentences.

Given oral instructions for playing the game, 100% of the pupils will participate by naming a word that describes a noun which is called out to him.

Given a visual stimulus, the pupil will write 4 sentences using descriptive words to create word pictures of things he observed.

Given twenty sentences, the pupil will underline the nouns and circle the words that describe the nouns.

Given a column of nouns and a column of adjectives the pupil will draw lines to connect nouns with appropriate adjectives.

Given a list of adjectives on the chalkboard, the pupil will use each one to appropriately describe nouns in writing sentences.

GENERAL OBJECTIVES GRADES 4-6

1. Develop ability to comprehend ideas through observing verbal and non-verbal clues, noting details, and perceiving patterns and relationships in visual materials.

2. Develop skill in listening effectively for different purposes, i.e. understanding, answering, repeating information and evaluating.

3. Acquire skill in use of body, voice, and language in order to communicate orally in a more effective way.

4. Become proficient in use of phonics, word parts (root word, prefix, suffix), dictionary skills, homographs, phonograms, and syllabication rules for unlocking sounds and meaning.

5. Broaden skills in identifying and understanding meanings of words through increased knowledge of contractions, root words, prefixes, suffixes, antonyms, homonyms, compound words, fitness of specific words, definitions, context clues and derivations.

6. Develop skill in regulating pace to the reading purpose and in comprehending, interpreting, evaluating and applying materials used.

7. Acquire skill in summarizing and organizing information in sequential order to facilitate speaking, listening, reading and writing experiences.

8. Develop skill in using punctuation marks in reading and writing in order to facilitate clarity of comprehension.

9. Acquire skill in written composition in order to organize and develop ideas in a creative, meaningful, and clear way using correct, appropriate, and effective language.

10. Develop skill and independence in using reference materials and facilities of the media center for enrichment and extension of classroom experiences and for personal enjoyment.

GRADE FOUR	GRADE FIVE	GRADE SIX
I. Observing A. Observe for non-verbal clues B. Read pictures to get story's meaning C. Scrutinize visually emphasized words D. Build habit of viewing parts of book E. Observe for clues that designate important items: use of color,cartoons,etc. F. See punctuation marks as meaningful symbols G. Observe bulletin boards, charts,maps,etc.,placed in room to develop readiness H. Note details in films and/or filmstrips that reveal facts relevant to subject area being studied I. Observe relationships in sequence of pictures,charts, graphs (size,shape,time) J. Visualize words through use of flash cards,graphs, puzzles, tachomatic devices K. Make observations during field trips and other out-of-class activities	I. Observing A. Strengthen previous skills B. Use picture clues to help determine tone of language and mood of selection	I. Observing A. Review previous skills B. Use variety of visual clues to get meaning from book C. Observe patterns, use of color, etc., in graphs, charts,diagrams,etc.

GRADE FOUR	GRADE FIVE	GRADE SIX
II. Listening	II. Listening	II. Listening
A. Develop sensitivity to: 1. Beginnings and endings of sentences and to smaller "chunks" of meaning within the sentence 2. Flow of oral language	A. Review understandings, skills,and attitudes taught in Grade 4	A. Review understandings and skills previously taught
B. Develop understandings: 1. One's own language is worthy of being heard and written down 2. There are many kinds of language usage beyond what one hears at home 3. A sentence becomes more familiar and memorable when read aloud and listened to	B. Develop skills: 1. Evaluate announcements 2. Choose between important and unimportant statements 3. Hear the rhythm of a poem read aloud 4. Comprehend the oral quality of language when reading silently 5. Evaluate conversations, discussions,reports, book reviews 6. Respond to organized ideas	B. Develop skills: 1. Group words in larger thought patterns for taking dictation 2. Distinguish between fact and fiction,fact and fancy, fact and opinion 3. Recognize movable parts of a sentence 4. Appreciate rhyme and poetry 5. Listen to records and tapes of language patterns in order to improve one's own language 6. Hear the structure of a story or poem
C. Develop skills: 1. Hear beginning consonants, ending consonants,medial vowels,inflected endings, and other dependable units within the structure of a word 2. Group words in thought patterns for taking dictation		C. Develop awareness of listening for correct usage among peer groups

GRADE FOUR	GRADE FIVE	GRADE SIX
3. Evaluate oral directions 4. Listen for key words 5. Listen to and answer key questions about a story 6. Listen carefully to repeat messages 7. Listen for feelings conveyed in stories and poems D. Develop attitudes that foster courteous listening		
III. Speaking and Oral Composition A. Speech habits 1. Clarity 2. Audibility 3. Correct pronunciation 4. Clear enunciation 5. Courtesy 6. Acceptable posture	III. Speaking and Oral Composition A. Speech habits 1. Clarity,especially beginnings and endings of words 2. Avoidance of run-together sentences 3. Elimination of un-needed letters and words 4. Reemphasis of other habits learned in fourth grade	III. Speaking and Oral Composition A. Speech habits Reemphasize correct habits developed in Grades four and five
B. Oral communication 1. Use voice to convey feeling and meaning 2. Use key words to ask and answer questions 3. Give complete directions in sequential order	B. Oral communication skills 1. Refine skills alreay learned 2. Make necessary interruptions skillfully 3. Resolve the problem of two people's speaking at the same time	B. Oral communication skills 1. Review and strengthen those previously learned 2. Change subject to avoid offending others 3. Welcome others to a group engaged in conversation

GRADE FOUR	GRADE FIVE	GRADE SIX
4. Convey telephone messages accurately 5. Share experiences in interesting way 6. State personal opinions convincingly 7. Tell stories effectively 8. Discuss book, poem, story with other children as way of enhancing enjoyment of reading 9. Read aloud for sentence sense and for answer to question 10. Participate in choral reading,creative dramatics, and other group activities	4. Make introductions 5. Adjust rate, emphasis, and phrasing to nature of selection read orally 6. Read plays aloud for effective dramatization 7. Initiate and participate in discussion 8. Give detailed travel directions,naming landmarks 9. Make announcements that include all relevant information 10. Recognize and respond orally to strong flashes of emotion that change and dominate sentence sounds and meanings 11. Summarize books,stories, poems,and TV programs	4. Summarize a discussion 5. Direct meal-time conversation 6. Act as host or hostess 7. Role-play 8. Read poetry aloud 9. Use parliamentary procedure to include: a. Electing officers b. Making a motion c. Keeping and reading simple minutes d. Getting permission to speak
C. Attitudes 1. Improve personal speech habits 2. Show respect for everyone	C. Attitudes 1. Improve personal speech habits 2. Accept criticism of usage by class members 3. Recognize and observe significance of titles of respect	C. Attitudes 1. Strengthen those already learned 2. Be willing to share experiences with all members of class 3. Be respectful of and courteous to older persons

GRADE FOUR	GRADE FIVE	GRADE SIX
IV. Phonics and Word Attack Skills	IV. Phonics and Word Attack Skills	IV. Phonics and Word Attack Skills
A. Review short, long vowels	A. Review long and short vowels, different sounding consonants, etc.	A. Review long and short vowels and different sounds of consonants
B. Identify different sounds of consonants	B. Identify phonograms that stand for common vowels in accented syllables (long ā as in t(a)pe, spr(a)in, w(ei)ght)	B. Strengthen ability to apply vowel and consonant rules to the syllables of words
C. Identify long and short sound of oo	C. Apply final e rule to accented syllables of words with suffixes as in refuse-refusing	C. Strengthen ability to apply phonic skills to phonetic respelling in dictionary
D. Reinforce endings s,es,d,ed, ing	D. Apply vowel and consonant rules to the syllables of words	D. Recognize changes in the pronunciation of consonants of root words when suffixes are added: change from s to sh sound (examples: expression, change from t to sh sound - reflect, reflection, change t to ch sound-suggest - suggestion
E. Identify root word as accented syllable in word of more than one syllable (e.g., chemistry,actor)	E. Apply phonics skills to the interpretation of respellings (pronunciations)in the dictionary	E. Recognize changes of vowel sound in root words when suffixes are added study, studious, and nature,natural

GRADE FOUR	GRADE FIVE	GRADE SIX
F. Identify names of pronunciation symbols	F. Identify the sound of ch (tsh)as in (ch)ina,an(c)ient Dut(ch),mix(t)ure-the sound of f as in rou(gh),the sound of k as in (c)anoe,(ch)emistry,Ja(ck)al,the sound of z as in trou(s)ers,bli(zz)ard, the sound of zh as in u(s)ual, gar(ag)e	F. Identify and know meanings of common roots. Act-actor, chem-chemistry,graph-photograph,pos-opposition, tele-telescope,phone, telephone, oct-octopus, labor-laboratory,scien-science
G. Identify silent vowel and consonant letters	G. Identify silent vowel and consonant letters	G. Strengthen ability to recognize the pronunciation of homographs, as in ob'ject-ob-ject'; separate-'sep-r'at - 'sep-r-at
H. Recognize initial and final consonant blends		H. Understand that vowels in the unaccented syllables a,i,or e may have schwa sound as in assign,occasion and telescope
See V (vocabulary) for further word attack skills	See V (vocabulary) for further word attack skills	See V (vocabulary) for further word attack skills

GRADE FOUR	GRADE FIVE	GRADE SIX
V. Vocabulary	V. Vocabulary	V. Vocabulary
A Use context to learn word meaning	A. Use context to determine fitness of specific words	A. Identify and interpret the prefixes fore,forefinger; im, impatient: im, impress; mis, misinformation
B. Avoid monotonous repetition of same word	B. Learn ways in which words come into a language	B. Identify and interpret suffixes; al,personal; ion,expression;ant, assistant; hood-neighborhood; ary,legendary;ance,assistance
C. Use words that express meaning more exactly	C. Identify roots and double suffixes,prefixes	C. Learn contractions with shall and will
D. Use more interesting words	D. Learn contractions with has,have,would,should, could	D. Recognize differences in spelling of homonyms, bow-bough
E. Identify contractions with two letters left out	E. Recognize differences in the pronunciations of homographs, as entrance and entrance (en'trans-en-trans')	E. Understand multiple meanings and usage of individual words
F. Recognize prefixes and suffixes and root words and use them to unlock word meanings	F. Recognize differences in spellings of homonyms as in die and dye	F. Identify roots and double suffixes as in accident,accidental, accidentally
G. Examine and make compound words	G. Recognize and analyze compound words	G. Increase knowledge of antonyms
H. Begin to identify shift of accent in simple homographs (record as 'rek'rd and re'kord)		H. Use more exact words

GRADE FOUR	GRADE FIVE	GRADE SIX
I. Use words that convey pictures,sound and feeling		I. Note words that arouse emotions
		J. Find and use words of similar meaning, particulary words that can be used in place of "said" like "replied","yelled,""whined" etc.
		K. Use colorful action words
		L. Continue to use sensory words
		M. Same as A Grade 4
VI. Reading and Literature	VI. Reading and Literature	VI. Reading and Literature
A. Identify main ideas in paragraphs	A. Continue and strengthen skills in Grade 4	A. Continue and strengthen skills in Grades 4 and 5
B. Recall datails	B. Interpret italics used for emphasis	B. Identify types of literature in a table of contents
C. Relate details to main ideas	C. Discriminate between statements of fact (verifiable)and statements of opinion (attitudes)	C. Interpret signal words such as questioned,exclaimed,repeated,etc.
D. Choose between important and unimportant ideas	D. Compare plain and vivid descriptions	D. Learn three steps to complete comprehension; main ideas, details,repetition
E. Draw logical conclusions	E. Read between lines (inferences)	E. Draw conclusions from fact indexes and tables of data
F. Understand comparisons	F. Understand connotations of words in a selection	F. Draw conclusions by using analogies

GRADE FOUR	GRADE FIVE	GRADE SIX
G. Use headings in articles to understand main ideas	G. Understand expressions with double meanings (It's as easy as falling off a log)	G. Recognize cause-effect relationships
H. Comprehend pattern, use of color in graphs and charts, and diagrams	H. Examine word origins and meanings in relation to usein a paticular selection	H. Compare nature of myths,legends, tall tales and stories
I. Adapt the way in which one reads to fit the kind of reading being done	I. Interpret expressions of feeling found in a selection	I. Compare different kinds of writing: fiction and non-fiction
J. Recognize that pictures and print combine to give unique wholeness to a story	J. Recognize regional and ethnic differences in language in speech	J. Grasp unspoken feelings
K. Preiict the content of a story from title	K. Understand how actions of a character affect other people	K. Understand techniques of flash-backs and foreshadowing
L. Use maps and charts in building story background	L. Discover author's intent and the mood of a selection	L. Evaluate book reviews
M. Use clues in story to guess what will happen next or to predict ending	M. Develop an awareness of related literature: stories,poems,and books on same subject	M. Survey a selection before reading to determine its organization
N. Identify with story characters	N. Begin to understand nature of myths and legends	
O. Analyze story elements,main characters,the supporting characters, plot	O. Enjoy tall tales and science fiction	

GRADE FOUR	GRADE FIVE	GRADE SIX
P. Evaluate actions of story characters	P. Understand and appreciate the play as a type of literature	
Q. Appreciate informal, idiomatic expressions in proper content		
R. Appreciate colorful phrases and figurative languages		
S. Create imaginative story endings		
VII. Organizational Skills	VII. Organizational Skills	VII. Organizational Skills
A. Alphabetize by 1st,2nd and third letters	A. Alphabetize by 1st four letters	A. Use alphabetical order through the fifth letters of words
B. Identify paragraph topics and choose subtopics	B. Strengthen two-point outline	B. Organize notes in outline form
C. Select supporting facts	C. Recall order in which characters appear in a selection	C. Make a three point outline
D. Organize two-point outline: main topics and subtopics	D. Make notes of factual printed material	D. Make simple bibliography
E. Remember and arrange in correct sequence	E. Same as E in 4th grade	E. Same as 5th grade
F. Summarize information on posters,charts,graphs	F. Continue and strengthen skill of summarizing information on posters, charts,graphs	F. Refine skill of organizing information on charts,posters, graphs

GRADE FOUR	GRADE FIVE	GRADE SIX
VIII. Punctuation and Capitalization A. Capitals 1. Words in titles of books 2. First word in sentence 3. Word I 4. Names of persons,pets, months,days,streets, rural routes,towns,or post offices,states, schools,buildings, holidays,countries, counties 5. Titles of persons of stories,books,posters, poems,songs 6. Initials 7. First word in greeting and closing of letter 8. First word in direct quotation 9. First word in each line of poetry 10. Same abbreviations B. Periods 1. Statements and commands 2. Abbreviations 3. Initials	VIII. Punctuation and Capitalization A. Capitals 1. Same as 4th grade 2. Each main topic and subtopic of outline 3. Special cases:relatives,directional words,school subjects,nationalities, languages B. Periods 1. Same as 4th grade 2. After Roman numerals and capital letters in an outline	VIII. Punctuation and Capitalization A. Capitals,same as Grades 4 and 5 B. Periods 1. All as Grades 4 and 5 2. After every letter or numeral in outlines 3. Before second part of a divided quotation when second part begins a new sentence 4. Inside quotation marks

GRADE FOUR	GRADE FIVE	GRADE SIX
C. Comma 1. Between day and year in date 2. Between city and state 3. After greeting and closing of friendly letter 4. After yes and no 5. In direct quotations 6. To separate words in series	C. Comma 1. Same as 4th grade 2. Direct address	C. Comma 1. All as Grades 4 and 5 2. Before second part of a divided quotation when it does not begin a new sentence 3. Between name of day and month 4. Before a coordinating conjunction in a compound sentence 5. Appositives 6. Between last and first name or initials of person, when last name is given first
D. Apostrophe with contractions	D. Apostrophe 1. Contractions 2. Possessives	D. Same as D - Grades 4 and 5
E. Question marks	E. Question marks	E. Question marks
F. Exclamation mark at end of an exclamation	F. Exclamation mark at end of an exclamation	F. Exclamation mark at end of an exclamation
G. Colon after the greeting of a business letter	G. Colon after the greeting of a business letter	G. Colon after the greeting of a business letter
H. Quotation marks to set off words being quoted	H. Quotation marks to set off words being quoted	H. Quotation marks to set off words being quoted
I. Hyphen in dividing words into syllables	I. Hyphen in dividing words into syllables	I. Hyphen in dividing words into syllables
J. Underline book titles	J. Underline book titles	J. Underline book titles

GRADE FOUR

IX. Written Composition

A. Sentences

1. Match beginnings and endings of sentences
2. Complete word groups to make sentences
3. Add color, place, sound, or time expression to a two or three word sentence
4. Vary beginnings of sentences
5. Substitute exact descriptive words to improve sentences
6. Write complete original sentences
7. Unscramble paragraphs to put sentences in sequence
8. Develop ability to write correctly from dictation sentences using words from spelling vocabulary within grade

B. Paragraphs

1. Keep to one topic in writing paragraphs (3 or 4 sentences)
2. Write creative stories
3. Write short reports on information from reference sources in own words
4. Create paragraph using word list

GRADE FIVE

IX. Written Composition

A. Sentences

1. Continue to strengthen 4th grade skills
2. Use complete sentences in all written work
3. Combine related ideas of short sentences to make longer ones

B. Paragraphs

1. Continue to strengthen 4th grade skills
2. Organize ideas into paragraphs of four or five sentences in length
3. Create paragraphs based on experiences, stories (endings, etc.) character descriptions

GRADE SIX

IX. Written Composition

A. Sentences

1. Continue to strengthen previously learned skills
2. Write answers to essay questions in complete sentences

B. Paragraphs

1. Continue to strengthen 4th grade skills
2. Write original reports for content areas using information from reference source
3. Write announcements that include key information
4. Write summaries for booklets
5. Write paragraphs on a subject chosen from a list given by teacher or suggested by the class

GRADE FOUR	GRADE FIVE	GRADE SIX
	4. Write original stories, skits,and dramatizations 5. Write stories from outline 6. Write reports on books	6. Write original poems 7. Write reports on books, movies,television programs, newspapers,and magazine articles
C. Letters 1. Write news letters 2. Write thank-you letters 3. Write invitations and answers to invitations 4. Write mail orders	C. Letters 1. Continue to strengthen 4th grade skills 2. Write friendly letters in correct form 3. Write business letters in correct form 4. Complete forms to provide information, e.g.,entry blanks for contests,requests for information	C. Letters Continue strengthening 5th grade skills
D. Poems	D. Original poems	D. Original poems
X. Grammar and Usage	X. Grammar and Usage	X. Grammar and Usage
A. Use correct forms of verbs such as: began,begun; did, done; bring,brought	A. Use principal parts of common irregular	A. Learn principal parts of regular and irregular verbs and use them correctly
B. Use correct helping verbs: have,has,had,can,may	B. Develop use of helping verbs: have,has,had,may,can,do,does, did	B. Use correctly all helping verbs
C. Make verbs agree with subject	C. Same as C in 4th grade	C. Same as grades 4 and 5
D. Develop skill in identifying and omitting unnecessary words - John, he	D. Develop correct usage of "you" with a plural verb	D. Same as grade 5

GRADE FOUR	GRADE FIVE	GRADE SIX
E. Name self last	E. Develop greater skill in identifying and omitting unnecessary words	E. Same as Grade 5
F. Discriminate between use of a and an	F. Recognize determiners as noun signals	F. Same as Grade 5
G. Study nouns 1. Definition 2. Recognition,use 3. Singular and plural 4. Possessives 5. Proper and common	G. Continue and strengthen use of nouns	G. Reinforce the recognition of nouns (common,proper, singular,plural,possessive)
H. Use descriptive words telling when,where,what color,what kind	H. Use pronouns correctly (in compound subjects and after verbs and prepositions)	H. Same as grade 5
I. Recognize and use action words	I. Understand that use in sentence determines word class	I. Avoid double negatives
J. Recognize and use words of exclamation	J. Identify negative words and avoid use of double negatives	J. Same as Grade 5
K. Recognize complete ideas, questions, exclamations	K. Recognize simple and complete subjects and predicates	K. Reinforce the recognition of subjects and predicates (complete and simple)
L. Use personal pronouns correctly as words that stand for naming words	L. Recognize declarative, exclamatory,interrogative, and requests or command sentences	L. Recognize and use adverbs correctly

GRADE FOUR	GRADE FIVE	GRADE SIX
M. Recognize <u>signal</u> words (determiners-adjectives as signals for nouns)		M. Recognize intensifiers and qualifiers (more able)
N. Develop skill in understanding the structure of a sentence 1. Definition 2. Two parts		N. Use connecting words to combine ideas and sentences
		O. Identify and construct declarative, interrogative, exclamatory, and request or command sentences
		P. Understand prepositions 1. Recognition 2. Use 3. Prepositional phrases
XI. Reference and Library Skills	XI. Reference and Library Skills	XI. Reference and Library Skills
A. Continued dictionary skills 1. Use guide word on dictionary page to find word quickly 2. Find new meaning for familiar word and find meaning for unfamiliar word 3. Use key to pronunciation of words and accent marks to find correct pronunciation 4. Select an appropriate dictionary definition 5. Use illustrations to interpret dictionary definitions	A. Dictionary skills 1. Reinforce skills taught in 4th grade 2. Interpret abbreviations for indicating parts of speech in a dictionary-e.g., N., V., and adj.	A. Review dictionary skills for Grades 4 and 5; interpret abbreviations for indicating parts of speech

GRADE FOUR	GRADE FIVE	GRADE SIX
6. Use base word to locate dictionary help on the meaning of a derivation e.g., general for generally		
B. Use index in text to find main topics,key words, subtopics	B. Indexes 1. Reinforce use of index to find main topic,key words,etc. 2. Use indexes in newspapers and magazines for locating relevant information 3. Draw conclusions from fact indexes, as in an encyclopedia	B. Reinforce skills in using encyclopedia
C. Locate books and other references on a topic	C. Use magazines and reference books in order to make notes for a report,not copy verbatim	C. Broaden the use of manuals, newspaper and magazines for getting information
D. Use reference books to find material to tell in own words	D. Use library card catalogue: title cards	D. Review index skills
E. Locate information in a book rapidly	E. Use an encyclopedia 1. Identify key words to ideas 2. Understand organization of volumes 3. Locate the index	E. Use library card catalogue: title,author,subject cards
F. Use telephone directory	F. Use table of contents	F. Use reference sources for making notes for a report; avoid copying verbatim

GRADE FOUR	GRADE FIVE	GRADE SIX
G. Use card file for locating books	G. Interpret maps:political and physical, product, climate,and precipitation	G. Use table of contents
H. Interpret charts and graphs for relevant information	H. Same as 4th grade	H. Make a card file for books
I. Use legends (scale of miles, symbols,color and shadings, and directions) in interpreting following types of maps: 1. Rainfall 2. Population 3. Topographic		I. Same as G and H in Grades 4 and 5

SAMPLE BEHAVIORAL OBJECTIVES FOR A PROPOSED STANDARD FOR ACCREDITATION

9.8411 Language Arts - 7-9

(2) Instruction

(h) Reading

a. Balance of literacy experiences - (X Level 1). The majority of the students demonstrate the ability to read various types of literature, including poetry, folk tales, legends, biography, drama, etc., with increased interest in reading for drama, etc., with increased interest in reading for pleasure, for information, and with a sensitivity to the literary experience.

Grade 7 Given three stories in which the main character faces a problem, a majority of the pupils will determine what the problem of each character is, whose problem seems most difficult and why, and who learns the most from the way he handles the problem.

Grade 8 After reading a novel such as Johnny Tremain or Rifles For Watie, a majority of the pupils will compare the content of the novel and the U. S. History text used in his social studies class by listing similarities and differences. These should include geographic setting, characters and personalities, time period, and specific events.

Grade 9 After listening to and reading three pyric poems that contain an appeal to a different sense each, a majority of the pupils will tell what the sensory appeal in each poem is and will select at least three words or expressions that contribute to the appeal.

SAMPLE BEHAVIORAL OBJECTIVES FOR A PROPOSED ACCREDITATION STANDARD

9.9414 Language Arts - 10-12

(a) Instruction

(h) Reading -

2. Individual and group experiences (X - Level 1). A majority of the students exhibit proficiency in reading literature through individual and group experiences with the litereature selections composed of poetry, essays, short stories, novels, and drama; the instruction for which was planned according to the needs, reading abilities, and major interests of the students.

Grade 10 After class study of the magazine and newspaper, various types of non-fiction, and purposes for which a work of non-fiction may be written, a majority of the pupils will (1) choose an editorial, a magazine article, or essay from a recent publication, (2) state in writing to the satisfaction of the teacher the purpose or purposes for which it was written and (3) tell how the purpose is revealed.

Grade 11 After study of the novel as a type of literature and of at least one novel in depth, a majority of the pupils will demonstrate their understanding of characterization by analyzing in writing a major character from a specific novel. The analysis will include at least four character traits, the methods used by the author to reveal these traits, and quotations or specific references to support the choice of traits. Supervior students, in addition, will determine the motivating force for the character's action and state how the author prepared the reader for this action.

Grade 12 After study and class discussion of the process for evaluating a poem, a majority of the pupils, given three evaluative criteria decided upon by the class and teacher and two unfamiliar poems, will apply the criteria to the poems, decide which more successfully fulfills the criteria, and give reasons for their decision. Various evaluations will be allowed as long as the student follows the process and gives logical reasons.

SAMPLE SPECIFIC BEHAVIORAL OBJECTIVES FOR GENERAL OBJECTIVES - Grades 10-12

General Objective: Pupils will make writing experiences more expressive.

Grade 10 After studying specific and general nouns and examining the use of specific nouns in works of several authors, a majority of the pupils, when given ten dull sentences containing general nouns, can improve the sentences by substituting specific expressive nouns for the general ones in at least eight of the ten sentences.

Grade 11 Given a list of five basic ideas, a majority of the pupils will choose four and will demonstrate expressional fluency expressing each basic idea in three different sentences. The twelve sentences must make sense and be free of flaring errors in punctuation, spelling, and usage.

Grade 12 After study and discussion of tone in writing (its meaning, appropriateness of tone, the way in which word choice and sentence structure work together to determine tone, etc.), a majority of the pupils will write a persuasive letter using tone appropriate for the intended reader. Each pupil will specify on another sheet of paper to be given the teacher, the tone he is trying to achieve and will list devices he has used to create this tone.

Three students will read the letter and state the tone they think the writer was trying to achieve. If two of the three agree with the writer, the assignment is successful.

1. Make observing experiences meaningful by developing ability:

   a. to analyze observations
   b. to discriminate by applying standards of criticism
   c. to make observations relevant to the solution of a problem
   d. to make generalizations based on observations
   e. to evaluate the credibility of what is observed
   f. to relate observations to one's own background for enjoyment.

2. Realize that listening experiences can be more meaningful in an atmosphere conducive to effective listening.

3. Appreciate, enjoy, understand, and evaluate what is heard.

4. Make speaking experiences rewarding:

   a. by adapting techniques for gaining poise and posture
   b. by speaking distinctly and audibly
   c. by thoroughly preparing for the experience
   d. by participating in group activities with the purpose of problem solving

5. Make reading experiences enjoyable and valuable:

   a. by relating information to particular problem
   b. by responding to sensory appeal
   c. by analyzing details
   d. by determining relationships
   e. by identifying with the author's purpose and style

6. Make writing experiences more expressive:

   a. by mastering the simple techniques of organizing ideas and materials
   b. by writing, writing, and rewriting for the purpose of refining content
   c. by using colorful words

d. by using various sentence beginnings for sake of variety
e. by cutting out deadwood
f. by keeping main idea or purpose in mind throughout writing experience.

7. Strengthen vocabulary through use of dictionary, context clues, structual and phonetic analysis, visual and auditory perception skills.

8. Show understanding and proficiency of rules of grammar and usage by applying them to written and oral work in all communication situations in school and home life.

9. Learn the organization of the library and the classification of books for ready use and the use of card catalogue and available references.

10. Understand, appreciate, and evaluate mass media.

GRADE SEVEN	GRADE EIGHT	GRADE NINE
I. Observing A. Interpret pictures B. Recognize details in works of art C. Analyze television programs and movies to distinguish worthwhile qualities D. View items on overhead or opaque projector, films and filmstrips to clarify understanding E. View charts,maps,posters, visual games,bulletin boards,and graphs to: 1. Recall facts and ideas 2. Stimulate thinking a. Make inferences and inductions b. Make comparisons c. Make associations and show relationships F. Note ways in which environment is conducive to learning G. Observe during trips and out-of class activities to relate those experiences to class work	I. Observing A. Strengthen skills developed previously B. Develop discrimination in viewing by applying standards of criticism C. Criticize TV commercials	I. Observing A. Strengthen skills developed previously B. Analyze selected scenes of films C. View suggested TV programs to develop better taste D. Criticize segments of various TV series

GRADE SEVEN	GRADE EIGHT	GRADE NINE
II. Listening	II. Listening	II. Listening
A. Listening for comprehension 1. To follow directions 2. To complete forms 3. To understand instructions 4. To take notes 5. To converse effectively 6. To make introductions 7. To understand newscasts 8. To recognize levels of usage	A. Listening for comprehension Same as Grade seven	A. Same as Grades 7 and 8
B. Listening for appreciation 1. Oral readings 2. Tapes 3. Records 4. Television and radio 5. Plays and movies	B. Listening for appreciation Same as grade seven	B. Listening for appreciation Same as grade seven
C. Listening for evaluation 1. Recognizing effective conversation 2. Gathering ideas 3. Recognizing different points of view 4. Formulating opinions 5. Criticizing sound effects 6. Distinguishing fact and opinion	C. Listening for evaluation Same as grade seven	C. Listening for evaluation 1. Strengthen skills of Grades 7 and 8 2. Recognize propaganda

GRADE SEVEN

III. Speaking and Oral Composition

A. Types of activities

1. Individual and group reports
2. Group discussions
3. Conversations
4. Personal introductions
5. Reviews (books,current events,articles,TV and movies)
6. Oral reading
7. Choral speaking
8. Dramatization
9. Parliamentary procedure
10. Directions,instructions and explanations
11. Jokes,anecdotes and stories

B. Skills

1. Organizing
   a. Gather material to be presented
   b. Outline to include purpose statement
   c. Define,describe, compare
2. Presenting
   a. Acquire voice standards for speaking
   b. Develop poise and confidence
   c. Use notes successfully
   d. Convey speaker's mood
   e. Improve usage and diction

GRADE EIGHT

III. Speaking and Oral Composition

A. Activities

1. Same as in Grade 7
2. Persuasive speeches

B. Skills

Same as Grade 7

GRADE NINE

III. Speaking and Oral Composition

A. Activities

1. Same as Grades 7 and 8
2. Parliamentary procedure
   a. Order of business
   b. Motions
   c. Points of order
   d. Committee work
3. Reports
   a. Evaluation
   b. Book reviews
   c. Research from library sources
   d. News stories
4. Speeches
   a. Extemporaneous
   b. Impromptu

B. Skills

Same as Grades 7 and 8

GRADE SEVEN	GRADE EIGHT	GRADE NINE
f. Use clear correct sentences 3. Responding a. Evaluate and criticize fairly b. Formulate opinions c. Make decisions d. Differentiate between fact and opinion e. Increase vocabulary f. Summarize		
IV. Phonics and Word Attack A. Context clues B. Form or shape of word C. Structural analysis D. Phonetic analysis E. Application of rules of pronunciation and syllabication F. Use of dictionary	IV. Phonics and Word Attack Same as grade seven	IV. Phonics and Word Attack Same as grades seven and eight
V. Vocabulary A. Continue development of vocabulary by means of: 1. Prefixes 2. Suffixes 3. Root words 4. Derivations 5. Origin	V. Vocabulary A. Same as seventh grade	V. Vocabulary A. Same as seventh grade

GRADE SEVEN	GRADE EIGHT	GRADE NINE
6. Syllabication 7. Definition a. Context meaning b. Connotation c. Denotation d. Related words (oppose, opponent, opposite) 8. Synonyms 9. Antonyms 10. Homonyms		
B. Stress use of dictionary and different meanings and uses of words	B. Study history of the language 1. Origin 2. Derivation	B. Assigned words
C. Understand vocabulary used in teacher made and standardized tests (Explain,summarize, define,review,compare,itemize, diagnostic)	C. Add to testing vocabulary (distinguish,contrast,etc.)	C. Words taken from reading experiences D. Add to testing vocabulary (differentiate,identify, etc.)
VI. Reading and Literature A. Develop comprehension skills 1. Understand facts 2. Interpret and remember important ideas 3. Follow directions 4. Locate information 5. Recognize sign post details	VI. Reading and Literature A. Improve comprehension skills 1. Review and practice skills in grade 7 2. Draw conclusions 3. Differentiate between literal and implied meaning	VI. Reading and Literature A. Improve comprehension skills 1. Review and practice skills previously learned in grades 7 and 8 2. Read critically for gathering materials

GRADE SEVEN	GRADE EIGHT	GRADE NINE
6. Find proof 7. Relate information to particular problems 8. Recognize central idea 9. Examine basic assumption 10. Understand library terms and recognize their use a. Simile b. Metaphor	4. Recognize and understand figurative language a. Simile b. Metaphor c. Alliteration d. Personification 5. Recognize mood 6. Respond to sensory appeal 7. Understand library terms and recognize their use a. Parody b. Satire c. Puns	3. Read to perceive facts accurately 4. Same as 6 in Grade 8
B. Explore and enjoy literature	B. Explore and enjoy literature	B. Explore and enjoy literature
1. Poetry	1. Poetry	1. Poetry
a. Search for emphasis in poem (1) Character (2) Event (3) Nature (4) Emotions (5) Sensory appeal (6) Humor b. Recognize and identify patterns of poetry (1) Rhythm (2) Rhyme (3) Word arrangement c. Memorize	a. Same as grade 7 b. Types (1) Lyric (2) Narrative c. Detailed study of long narrative poem; e.g., "Evangeline"	a. Same as in Grades 7 & 8 b. Recognize distinctive characteristics of poetry (1) Same as 7 and 8 (2) Have fun with rhyme and scheme (3) Recognize differences in prose and poetry c. Types of poetry (1) Same as 7 and 8 (2) Dramatic
2. Prose	2. Prose	2. Prose
a. Determine point of view b. Discover setting, theme, plot c. Assess qualities and characteristics of main characters	a. Same as grade 7 b. Find author's purpose in non-fiction c. Recognize techniques of humorous writing d. Recognize incongruity of humor	a. Same as Grades 7 and 8 b. Sense a writer's personality c. Analyze plot (1) Initial action (2) Development (3) Concluding action

GRADE SEVEN	GRADE EIGHT	GRADE NINE
d. Establish author's purpose e. Understand stage directions f. Apply selection to life and self 3. Read various types: a. Short stories b. Articles and essays c. Biography and autobiography d. Plays		d. Read and study within group on novel in depth
C. Read selections from recommended reading list	C. Read selections from a recommended reading list	C. Read selections from a recommended reading list
VII. Organizational Skills	VII. Organizational Skills	VII. Organizational Skills
A. Arrange events in sequence	A. Review skills previously learned	A. Review skills previously learned
B. Arrange ideas according to importance	B. Develop skill in note taking	B. Organize written work according to form required by teacher
C. Outline		C. Make bibliography to include books, periodicals, and encyclopedias
D. Summarize		
E. Make bibliography of books		
F. Alphabetize		

GRADE SEVEN	GRADE EIGHT	GRADE NINE
VIII. Punctuation and Capitalization A. Capitalize 1. Proper nouns and adjectives 2. Direct quotations 3. Outlines 4. Letters and addresses 5. Titles B. Punctuate 1. Apostrophe 2. Comma:dates,words and phrases,direct address 3. Period:abbreviation, end of sentence,outlines 4. Question mark 5. Quotation marks:direct quotation,poem titles, essay,short story and song titles 6. Underline titles of books 7. Colon and semicolon for time,lists,salutation	VIII. Punctuation and Capitalization A. Capitalize Same as in Grade 7 B. Punctuate 1. Comma-Same as in Grade 7 a. Appositive b. Nouns of address c. Parenthetical expressions d. Compound sentence e. Introductory clause 2. Semicolon-in compound sentences	VIII. Punctuation and Capitalization A. Capitalize Review rules of Grades 7 & 8 B. Punctuate 1. Review skills of Grades 7 and 8 2. Use comma in complex sentences
IX. Written Composition A. Sentences 1. Construct complete sentences using varied sentence patterns 2. Construct complete sentences that state the same ideas in a variety of ways	IX. Written Composition A. Sentences Review skills of Grade 7	IX. Written Composition A. Sentences 1. Review skills of Grades 7 and 8 2. Construct sentences using dependent clauses to subordinate ideas

GRADE SEVEN	GRADE EIGHT	GRADE NINE
3. Construct complete sentences that combine ideas in a variety of ways		
B. Paragraphs 1. State main idea in topic sentence 2. Relate other sentences to topic sentence 3. State ideas in logical order 4. Use connectives and transitional expressions 5. Develop paragraphs by using details,examples, incidents,descriptions 6. Use effective closing sentence	B. Paragraphs 1. Strengthen skills as in grade 7 2. Develop paragraphs by: a. Comparison b. Contrast	B. Paragraphs 1. Same as Grades 7 & 8 2. Develop paragraph by comparison and contrast 3. Emphasize unity a. Include all:who, what,where,when, why,how b. Use transitional devices
C. Other compositions 1. Themes 2. Stories 3. Reports 4. Book reviews 5. Poetry 6. Letters	C. Other compositions Same as Grade 7	C. Other compositions 1. Same as Grades 7 & 8 2. Essays 3. Paraphrasing
D. Writing Skills 1. Choice and limitation of topic 2. Outline 3. Introduction,body,and conclusions 4. Revision before final copy	D. Writing skills 1. Same as Grade 7 2. Begin transition by paragraphs	D. Writing skills 1. Same as Grades 7 & 8 2. Emphasize unity-include all:who,what,when, where,why,how 3. Use transitional devices in a more sophisticated manner

GRADE SEVEN	GRADE EIGHT	GRADE NINE
E. Minimum of twelve writing experiences	E. Minimum of twelve writing experiences	E. Minimum of twelve writing experiences
F. Acceptable manuscript form for final copy 1. Blue,black,or blue-black ink 2. Legible handwriting or typing 3. Standard notebook paper or typing paper	F. Acceptable manuscript form for final copy Same as Grade 7	F. Acceptable manuscript form for final copy Same as Grades 7 and 8
X. Grammar and Usage	X. Grammar and Usage	X. Grammar and Usage
A. Identify and construct sentences according to form 1. Simple 2. Compound	A. Identify and construct sentences according to form 1. Review simple and compound 2. Complex 3. Compound-complex	A. Identify and construct sentences according to form Review as in Grades 7 and 8 concentrating on complex, compound-complex
B. Develop skills in recognizing parts of speech 1. Noun a. Proper and common b. Singular and plural 2. Pronouns a. Kinds (1) Personal and compound personal (2) Indefinite (3) Interrogative (4) Demonstrative (5) Relative b. Person and number c. Case d. Antecedent	B. Develop skill in recognizing parts of speech 1. Nouns a. Review as in grade 7 b. Abstract,concrete, collective and compound 2. Pronouns a. Review as in Grade 7 b. Gender 3. Adjective a. Review as in Grade 7 b. Limiting (1) Demonstrative (this) (2) Indefinite (any,some) (3) Numeral (one, fifty,first)	B. Review eight parts of speech concentrating on: 1. Mood of verbs a. Indicative b. Imperative c. Subjunctive 2. Transitive and intransitive verbs 3. Complete conjugation of verbs 4. Synopsis of a verb 5. Verb forms used as: a. Noun (gerund, infinitive b. Adjective (participle infinitive) c. Adverb (infinitive)

GRADE SEVEN	GRADE EIGHT	GRADE NINE
3. Adjectives a. As kinds (descriptive and limiting) b. As determiners and intensifiers c. As compared-positive, comparative,superlative 4. Adverbs a. As classes (1) Time (2) Degree (3) Place (4) Manner b. As qualifiers and intensifiers c. As compared-positive, comparative,superlative 5. Verbs a. Principal parts of irregular verbs,particularly verb <u>to be</u> b. Tense c. Kinds (1) Action (2) Linking (3) Helping 6. Prepositions a. Simple and compound b. Objects of 7. Conjunctions 8. Interjections	c. Comparison-Review as in Grade 7 4. Adverbs-review as in Grade 7 5. Verbs a. Review as in Grade 7 b. Voice (1) Active (2) Passive 6. Preposition-review as in Grade 7 7. Conjunction a. Review as in Grade 7 b. Coordinating c. Subordinating 8. Interjections	
C. Recognize and construct sentence patterns 1. Subject-verb 2. Subject-verb-complement a. Subject-verb-direct object b. Subject-verb-predicate nominative	C. Recognize and construct sentence patterns Review as in Grade 7	C. Recognize and construct sentence patterns Review as in Grades 7 and 8

GRADE SEVEN	GRADE EIGHT	GRADE NINE
c. Subject-verb-predicate-adjective		
D. Identify phrases and clauses 1. Verb phrase 2. Prepositional phrase a. Adjective b. Adverb 3. Distinction between phrases and clauses	D. Identify phrases and clauses 1. Review as in Grade 7 2. Independent clauses 3. Dependent clauses	D. Identify phrases and clauses 1. Review as in Grades 7 & 8 2. Dependent clauses a. Adjective b. Adverbial c. Noun 3. Elliptical clauses
E. Recognize and avoid errors in usage 1. Sentence structure a. Fragments b. Run-together sentences 2. Agreement a. Subject-verb b. Pronoun-antecedent 3. Negatives 4. Modifiers a. Misplaced modifiers b. Comparisons-positive, comparative, superlative 5. Words often confused (accept-except; to, too, two; their, there, they're) 6. Verb forms 7. Pronoun forms 8. Substandard language	E. Recognize and avoid errors in usage Same as in Grade 7	E. Recognize and avoid errors in usage Same as in Grades 7 and 8
F. Recognize the three levels of usage 1. Illiterate 2. Standard-informal 3. Standard-formal	F. Recognize the three levels of usage Same as in Grade 7	F. Recognize the three levels of usage Same as in Grades 7 and 8

GRADE SEVEN	GRADE EIGHT	GRADE NINE
G. Review sentences according to use 1. Declarative 2. Interrogative 3. Imperative 4. Exclamatory	G. Review sentences according to use Same as in Grade 7	G. Review sentences according to use Same as in Grades 7 and 8
XI. Reference and Library Skills	XI. Reference and Library Skills	XI. Reference and Library Skills
A. Learn about facilities and library materials 1. Organization of library 2. Equipment and materials available 3. Rules and manners 4. Procedure for borrowing	A. Learn about facilities and library skills Review skills presented in grade seven and seek aid of librarian	A. Review library and reference skills as needed and apply them to research and personal reading
B. Reinforce use of card catalogue	B. Explore and use dictionary for additional information 1. Biographical names 2. Pronouncing Gazetteer 3. Common English given names 4. Vocabulary of rhymes 5. Spelling rules 6. Plurals 7. Punctuation 8. List of colleges and universities 9. Compounds 10. Capitalization 11. Italicization 12. Index	

GRADE SEVEN	GRADE EIGHT	GRADE NINE
C. Use encyclopedias 1. Locating subject a. Index b. Alphabetical order c. Cross references 2. Using outlines when available 3. Using questions when available 4. Using bibliography 5. Using list of contributing authors	C. Explore and use Atlases (collection of maps)	
D. Explore and use dictionary 1. Guide words 2. Pronunciation key 3. Diacritical marks 4. Syllabication 5. Parts of speech 6. Etymology 7. Status label a. Archaic and/or obsolete b. Slang c. Sub-standard or illiterate d. Dialect (i.e., colloquial) 8. Synonyms, antonyms, homonyms 9. Definitions 10. Abbreviations 11. Explanatory notes 12. Roget's Thesaurus of English Words and Phrases 13. Unabridged dictionary	D. Explore and use Gazetteers (alphabetically arranged list of geographic names regarding their pronunciation, location and other brief facts)	

GRADE SEVEN	GRADE EIGHT	GRADE NINE
E. Explore and use Almanacs and Yearbooks such as: 1. World Almanac (miscellaneous information) 2. Information Please Almanac 3. Sports Annual 4. Statesman's Yearbook (Data regarding government,area, population,education, religion,industries of every nation and state in the world	E. Explore and use biographical dictionaries such as: 1. Current biography 2. Living authors 3. Who's Who (principally English) 4. Who's Who in America F. Explore books of quotations G. Use Reader's Guide to Periodical Literature H. Vertical file	

GRADE TEN	GRADE ELEVEN	GRADE TWELVE
I. Observing	I. Observing	I. Observing
A. Strengthen skills developed previously	A. Strengthen skills developed previously	A. Strengthen skills developed previously
B. Review dramatic techniques previously shown in film	B. View pictures, posters, films, transparencies, and art work to determine mood and atmosphere	B. Observe the interaction of peer groups and make contributions using the inductive approach
C. Criticize various types of TV programs	C. View samples of format for compositions and research papers	C. View news broadcasts with the purpose of comparing and evaluating the credibility of the three networks
D. Note ways in which room environment is conducive to learning	D. Observe punctuation marks when reading	
E. Develop habit of observing outside of class in order to relate life experiences to classwork	E. View TV programs and commercials to develop critical analysis	
II. Listening	II. Listening	II. Listening
A. Preparation for:	A. Preparation	A. Preparation
1. Make necessary adjustments to stimulate listening 2. Remove obstructions 3. Improve seating 4. Cope with individual needs 5. Prepare to take notes	Same as Grade 10 - Review as needed	Same as Grade 10 - Review as needed

GRADE TEN	GRADE ELEVEN	GRADE TWELVE
B. Reasons for: 1. Enjoyment and appreciation 2. Information 3. Directions 4. New ideas 5. Judgement 6. Improvement of his language 7. Critical analysis a. Different points of view b. Formulation of opinions c. Defensible conclusions of arguments d. Discrimination of relevant from irrelevant	B. Listen critically to: 1. Determine source of speaker's appeal 2. Discover speaker's philosophy of life 3. Note transitional words and phrases 4. Arrive at purpose of speech 5. Briefly outline speaker's material 6. Detect uses of facts or propaganda 7. Predict outcomes 8. Detect differences between fact and opinion 9. Detect fallacies in reasoning and hasty generalizations 10. Notice intended bias, emotional appeal, and prejudice	B. Listen critically for reasoning and for evidence C. Note influence of irrationalities and prejudices on beliefs D. Search for truth E. Notice influence of relativities on truth F. Recognize truth as science defines it and as revealed knowledge - deductive and inductive reasoning G. Listen for syllogism, propaganda, imagination, perception, loaded words, half-truths, unsupported assertions

GRADE TEN	GRADE ELEVEN	GRADE TWELVE
III. Speaking and Oral Composition A. Continue and strengthen skills previously introduced B. In every situation emphasize: 1. Being heard 2. Being understood 3. Having reasonable poise C. In formal reports emphasize: 1. Having good posture 2. Avoiding aimless gestures and movement of feet D. Make formal outline including thesis or purpose statement E. Plan and present a minimum of six oral compositions with outlines, based on study of literature and other class projects F. Types of oral compositions: 1. Panels 2. Dramatizations 3. Interviews 4. Book reports 5. Parliamentary procedure	III. Speaking and Oral Composition A. Same as grade ten with increasing emphasis on quality and maturity of material and on manner of presentation B. Develop interest in participating in speaking contests C. Organize speech, dramatics, and forensic clubs	III. Speaking and Oral Composition A. Same as grades 10 and 11 emphasizing higher quality of content and greater skill in presentation B. Types of oral composition to be emphasized: 1. Debates 2. Symposiums

GRADE TEN	GRADE ELEVEN	GRADE TWELVE
IV. Phonics and Word Attack	IV. Phonics and Word Attack	IV. Phonics and Word Attack
A. Review as needed	A. Review as needed	A. Review as needed
B. Emphasize enunciation and pronunciation	B. Emphasize correct pronunciation and enunciation	B. Emphasize exact meaning
		C. Master the International Phonics Alphabet
V. Vocabulary	V. Vocabulary	V. Vocabulary
A. Review, as needed, use of dictionary	A. Continue work of grade 10	A. Apply all rules and skills previously learned
1. Diacritical marks 2. Syllabication 3. Prefixes 4. Suffixes		
B. Use dictionary independently	B. Emphasize word choice,variety, colorful word,appropriate word	B. Emphasize new words encountered in reading
C. Learn new words encountered in reading	C. Learn new words encountered in reading	
D. Master most commonly used words (use of standard spelling lists,words from reading,words from students' compositions)	D. Understand vocabulary of testing (delineate,parallel, analogy)	
E. Develop consciousness of how words are built		
F. Develop adequate methods of attacking new words		
G. Add vocabulary of tests (diagonal,computation, concept,classify,latitude)		

GRADE TEN

VI. Reading and Literature

A. Concentrate on these comprehension skills:

1. Read to follow directions
2. Read for details
3. Read for main points of ideas
4. Read to select data bearing on a question or problem
5. Read to determine relationships
6. Read to organize
7. Read to evaluate or criticize
8. Read to compare or contrast
9. Read for implied meanings
10. Read maps, graphs, charts, tables, etc.
11. Skim
12. Read to form sensory impressions
13. Read to recognize clues of foreshadowing
14. Understand literary terms and their use
    a. Prose
    b. Poetry
    c. Fiction
    d. Non-fiction
    e. Lyric poetry
    f. Narrative poetry
    g. Metaphor
    h. Simile
    i. Personification
    j. Alliteration
    k. Irony

GRADE ELEVEN

VI. Reading and Literature

A. Concentrate on these comprehension skills:

1. Strengthen skills of Grade 10
2. Understand literary terms and recognize their use
    a. Bibliography
    b. Ballad
    c. Dialogue
    d. Allusion
    e. Analogy
    f. Hyperbole
    g. Onomatopeia
    h. Pun
    i. Understatement
    j. Protagonist
    k. Antagonist
    l. Denouement
    m. Picaresque

GRADE TWELVE

VI. Reading and Literature

A. Concentrate on these comprehension skills:

1. Strengthen skills of Grades 10 and 11
2. Understand literary terms and recognize their use
    a. Epic
    b. Elegy
    c. Ode
    d. Sonnet
    e. Blank verse
    f. Free verse

GRADE TEN	GRADE ELEVEN	GRADE TWELVE
B. Appreciate and enjoy literature 1. Short story a. Types b. Elements (1) Plot (2) Character (3) Setting 2. Essay a. Informative b. Personal 3. Poetry a. Lyric b. Narrative (emphasize) c. Dramatic 4. Novel (detailed study of at least one) 5. Newspaper and magazine (emphasized) 6. Myths 7. Drama (with emphasis on "Julius Caesar") C. Read selections from recommended list	B. Appreciate and enjoy literature 1. Suggested approaches a. Chronological b. Theme-centered units c. Types 2. Emphasis on representative types of literary forms a. Short story b. Drama c. Lyric poetry d. Novel C. Read selections from recommended list	B. Appreciate and enjoy literature 1. Suggested approaches a. Types b. Chronology c. Topics d. Themes e. Individual works 2. Emphasis on representative types of literary forms a. Poetry b. Drama c. Essay C. Read selections from recommended list
VII. Organizational Skills A. Take notes B. Extract main idea	VII. Organizational Skills A. Review as needed B. Reading 1. Classify material 2. Arrive at main idea 3. Find supporting details 4. Give a summary	VII. Organizational Skills Same as grades ten and eleven with increasing emphasis on quality

GRADE TEN	GRADE ELEVEN	GRADE TWELVE
C. Summarize	C. Speaking 1. Outline material 2. Follow sequence (time, space, importance) 3. Emphasize main idea 4. Give supporting details 5. Use transitional devices	
D. Outline material	D. Writing 1. Same as speaking 2. Make a bibliography for research paper 3. Use acceptable transcript form for assembling research paper	
E. Arrange ideas and events in logical sequence		
F. Use footnotes correctly		
G. Make bibliography		
H. Organize written work according to form required by teacher		
VIII. Capitalization and Punctuation	VIII. Capitalization and Punctuation	VIII. Capitalization and Punctuation
A. Review rules of capitalization and punctuation	A. Review rules of capitalization and punctuation	Practical application of all rules of punctuation and capitalization
B. Punctuate internally various kinds of sentences	B. Study carefully 1. Quotation marks 2. Colon 3. Dash 4. Parenthesis 5. Underlining	

GRADE TEN	GRADE ELEVEN	GRADE TWELVE
IX. Written Composition A. Sentences 1. Vary sentence beginnings by using prepositional and verbal phrases and dependent clauses 2. Gain emphasis by changing order, using subordination, using repetition, and changing construction 3. Avoid dangling verbals 4. Use forceful verbs. Avoid use of passive voice B. Paragraphs 1. Same as in previous grades 2. Develop paragraphs by using definition and reason 3. Write six one paragraph themes of selected type a. Character sketch b. Plot summary of short stories or narrative poems c. Description d. Directions e. Explanations f. Precis of short prose selection g. Evaluation h. Criticism	IX. Written Composition A. Sentences 1. Improve sentences by observing parallel form 2. Improve sentences by cutting out deadwood 3. Change awkward sentences to smooth ones B. Paragraphs 1. Same as in previous grade 2. Develop paragraphs by using: a. Cause and effect b. Analysis	IX. Written Composition A. Sentences 1. Review as in Grades ten and eleven 2. Construct sentences which reflect individuality and maturity B. Paragraphs Review as in Grades ten and eleven

GRADE TEN	GRADE ELEVEN	GRADE TWELVE
C. Other compositions 1. Six two-paragraph themes, some with outline extension and combination of above suggestions 2. Letters of practical nature for tenth grade students	C. Other compositions 1. Six two-paragraph themes: See suggestions for Grade 10 2. Six themes of varying length such as: a. Book reviews b. Character analysis c. Autobiography d. Paraphrase of prose and poetry being studied e. News story f. Editorial g. Feature article h. Interview 3. Letters of a practical nature for students in Grade 11	C. Other compositions 1. Eight themes of varying length (see types recommended for grades 10 and 11 2. Letters of application to college or for a position requesting an interview or recommendation; friendly letters of appreciation 3. Theme, 500 words or more to be the result of the study of literature or of another interest or project of the class, based on collateral reading and including a bibliography of five or more sources
D. Writing skills 1. Construct work outline to include thesis or purpose statement 2. Same as E in Grade 7 3. Strive to achieve emphasis, unity and coherence	D. Writing Skills 1. Achieve unity by: a. Relating all sentences in a paragraph to a topic b. Constructing sentences that help to carry out the purpose of a paragraph or theme 2. Achieve coherence by constructing and arranging sentences so that the thought moves in smooth, straight, uninterrupted line from beginning to end	D. Writing skills Same as Grades 10 and 11

GRADE TEN	GRADE ELEVEN	GRADE TWELVE
	3. Achieve emphasis by: a. Punctuation b. Subordination c. Forceful verbs d. Balanced sentences e. Repetition	
X. Grammar and Usage	X. Grammar and Usage	X. Grammar and Usage
A. Recognize and use a variety of sentences 1. Simple sentences with simple and compound subjects and predicates 2. Compound and complex sentences	A. Review as needed and extend grade 10 grammar	A. Practice and refine the use of rules previously taught
B. Review parts of speech concentrating on verbs 1. Tense 2. Voice 3. Principal parts 4. Agreement	B. Recognize verbals and use them as aids in building varied and effective sentences	B. Learn more about current usage rules and patterns as described by well-known scholars of American usage 1. History 2. Syntax 3. Linguistics 4. Semantics
C. Recognize and use dependent clauses as: 1. Noun 2. Adjective 3. Adverb	C. Use possessive case form to modify gerunds	

GRADE TEN	GRADE ELEVEN	GRADE TWELVE
D. Recognize and use phrases 1. Prepositional 2. Verbal	D. Refine sentence structure to avoid unnecessary shifts of voice, tense, person and number E. Recognize and use parallel structure F. Use correct reference of pronouns G. Emphasize clarity	
XI. Reference and library skills	XI. Reference and library skills	XI. Reference and library skills
A. Recognize classification of fiction and non-fiction	A. Review as needed	A. Practical application of all library skills taught in Grades 10 and 11
B. Use card catalogue independently 1. Author, title, and subject cards 2. Call number	B. Become acquainted with needed and specialized references not used in Grade 10	B. Acquaintance with all needed specialized references not used in Grades 10 and 11
C. Explore and use other reference books: 1. Encyclopedia 2. Unabridged dictionaries 3. Dictionaries for special purposes 4. Biographical references 5. Atlases 6. Reader's Guide 7. Informational file		

EVALUATION

1. Are the general objectives inclusive enough? Too broad? Clearly stated?

2. Which objectives would you eliminate or revise?

3. Are the sample behavioral objectives helpful? If not, why not?

4. Would using this guide help you to develop specific objectives to measure the performance of pupils on varying levels in your class?

5. Is the scope outlined in the guide sequential?

6. Has this guide helped you to plan and organize instruction for your particular group of students in a sequential manner?

7. What gaps have you found in the content of the guide?

8. What concepts, skills, or attitudes need to be introduced earlier? Later?

9. Do your available textbooks correlate with the scope and sequence of the guide?

10. To what extent have you used this guide?

11. What feature of the guide has been most helpful to you? Least helpful?

12. How do you suggest that this guide be improved?